



# Document Title

## PROJECT PLANNING FORM

Project title: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_

Grade level(s): \_\_\_\_\_

Subjects: \_\_\_\_\_

Adapted by You for Youth (<http://y4y.ed.gov>), with permission, from "Standards-Focused Project-Based Learning."  
Buck Institute for Education: [www.bie.org](http://www.bie.org).



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<http://y4y.ed.gov>



# Document Title

## Begin With the End in Mind

Summarize the theme for this project. Why do this project?

Identify the content standard that students will learn in this project (two to three per subject).

Identify key skills that students will learn in this project.  
List only those skills you plan to assess (two to four per person).

Identify the habits of mind that students will practice in this project (one to two per project).

- *Does the project meet the criteria for standards-focused PBL?*



# Document Title

## Craft the Driving Question

State the essential question or problem addressed by the project. The statement should encompass all project content and outcomes and provide a focus for student inquiry.

- *Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?*



# Document Title

## Plan the Assessment

### Step 1: Define the products for the project. What will you assess?

Early in the project:

During the project:

End of the project:



# Document Title

## Plan the Assessment (2)

Step 2: State the criteria for exemplary performance for each product:
Product:  Criteria:
Product:  Criteria:
Product:  Criteria:
Product:  Criteria:

- *Do the products and criteria align with the standards and outcomes for the project?*



# Document Title

## Map the Project

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Choose one major product for the project and analyze the tasks necessary to produce a high-quality outcome.

### Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
What project tools will you use? <input type="checkbox"/> Know/need to know lists. <input type="checkbox"/> Daily goal sheet. <input type="checkbox"/> Journals. <input type="checkbox"/> Briefs. <input type="checkbox"/> Task lists. <input type="checkbox"/> Problem logs.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		

- Do the products and tasks give all students the opportunity to demonstrate what they have learned?



# Document Title

## Map the Project (2)

List the key dates and important milestones for this project.

Use the Tuning Protocol with other teachers or a group of students to refine the project design or further guide your planning. What other thoughts do you now have on the project?

- *What challenges or problems might arise in this project?*



# Document Title

## Manage the Process

List preparations necessary to deliver differentiated instruction to ESL students, special-needs students, or students with diverse learning styles.

How will you and your students reflect on and evaluate the project?

- ☐ Class discussion.
- ☐ Fishbowl.
- ☐ Student-facilitated formal debrief.
- ☐ Teacher-led formal debrief.
- ☐ Student-facilitated formal debrief.
- ☐ Individual evaluations.
- ☐ Group evaluations.
- ☐ Other: \_\_\_\_\_
- ☐ \_\_\_\_\_

- *What do you expect to learn from this project?*